

## Experiential Syllabus

### **Interactive and Integrated Methodology in Arts Therapies for Palliative and Bereavement Care**

#### **TOPIC 1) Phototherapy in Death Education: Continuing Bonds**

This module will address the use of phototherapy techniques in experiential death education, focusing on the issue of continuing bonds with a deceased person. According to Weiser, phototherapy represents a form of intervention which, through the medium of photography, allows the person to project his/her inner world in the pictures, thus reaching a higher self-knowledge and explore aspects that would otherwise remain hidden. Because of this, phototherapy, especially the “Photo-Projectives” technique, can be used successfully in Death Education to help people express their feelings concerning death and loss. It can also help bereaved people manage ongoing relationships or attachments to the deceased (continuing bonds), allowing them to explore their nature, which could be either physiological in grief elaboration or maladaptive, depending on whether the bereaved manages to restore meaning in life, as Klass and Field explain.

#### **Competences to be achieved: At the conclusion of this module, participants will be able to...**

- Understand and explain the basic principles of Phototherapy, with a specific focus on the fundamental concept of projection of the patient’s inner emotions and cognitions through photography
- Understand and apply the five main Phototherapy techniques (pictures taken by the patient, pictures of the patient taken by others, self-portraits, family albums and Photo-Projective) as described by Judy Weiser
- Explain what continuing bonds are and understand the fundamental difference between adaptive and maladaptive ones
- Contextualize the use of phototherapy, especially concerning the techniques of “Photo-Projectives” and “family albums”, in death education to help a bereaved person elaborate the loss and explore with him/her the possible presence and nature of continuing bonds, favoring an adaptive process of grief elaboration

**Teaching method:** Prerecorded presentation, online forum, synchronic session on photovoice, quiz.

#### **Key references:**

1. Field, N. P. (2006). Continuing bonds in adaptation to bereavement: Introduction. *Death Studies*, 30, 709–714.
2. Klass, D., & Walter, T. (2001). Processes of grieving: How bonds are continued. In M. S. Stroebe, R. O. Hansson, W. Stroebe, & H. Schut (Eds.), *Handbook of bereavement research: Consequences, coping, and care* (p. 431–448). American Psychological Association.
3. Testoni, I. (2015). *L'ultima nascita. Psicologia del morire e Death Education*. Torino, Italia: Bollati Boringhieri.
4. Testoni, I. (2020). *Psicologia palliativa: Intorno all'ultimo compito evolutivo*. Torino, Italia: Bollati Boringhieri. (se le citazioni massime sono 5 io questa la toglierei anche...)
5. Testoni, I., Iacona, E., Fusina, S., Floriani, M., Crippa, M., Maccarini, A., & Zamperini, A. (2018). “Before I die I want to ...”: An experience of death education among university students of social service and psychology. *Health Psychology Open*, 5(2). doi: 10.1177/2055102918809759
6. Weiser, J. (1999). *Phototherapy Techniques: Exploring the Secrets of Personal Snapshots and Family Albums*. London, England: Routledge.

## TOPIC 2) Psychodrama, Social Atom and Death

This module will address the idea of J. L. Moreno of social death. Social atom is considered as the smallest social unit with people we have a feeling relationship with attractions and rejections. The interpersonal relationships may be dead or alive, real or in fantasy but are essential to the client's daily living. If someone dies, the before and after social atom will look different, it is not always possible to substitute him or her, you will lose a part of yourself. A genosociogram is using a transgenerational perspective on this. Included in the discussion is a brief review of the history of sociometry and the social atom inventory, a sample questionnaire, clinical case examples and guidelines and precautions for clinical application.

### Competences to be achieved: At the conclusion of this module, participants will be able to...

- Define the concept of social atom, genosociogram and social death.
- Explain the background of the social atom, genosociogram and social death.
- Implement the social atom and genosociogram with psychodrama and to handle the practical implementation.
- Evaluate the social atom and to find ideas to “treat a social atom disorder”.

**Teaching method:** Prerecorded presentation, online forum, online synchronic workshop, quiz.

### Key references:

1. Ancelin-Schuetzenberger, A., Holmes, P., & Karp, M. (1991). The drama of the seriously ill patient: Fifteen years' experience of psychodrama and cancer. In P. S. Holmes & M. Karp (Eds.), *Psychodrama: Inspiration and technique* (pp. 203-224). Tavistock/Routledge.
2. Dayton, T. (2005). The living stage: A step-by-step guide to psychodrama, sociometry, and experiential group therapy. Health Communications. (social atom: pp. 83-98).
3. Moreno, J. L. (1947). The social atom and death. *Sociometry*, 10(1), 80-84.
4. Siroka, R. W., & Schloss, G. A. (1968). The death scene in psychodrama. *Group psychotherapy*, 21(4), 202-205.
5. Abraham, A. (1972). Death and psychodrama. *Group psychotherapy and psychodrama*, 25(3), 84-92.

## TOPIC 3) Intermodal Arts Therapy with Bereaved Adults

This module will introduce the principles of Intermodal Arts Therapy and the Psychodrama CBN model. The module will focus on how to provide intermodal arts-Based emotional support to bereaved adults as well as grief related techniques. Also, it will emphasize the importance of adults' awareness and flexibility with their roles in times of health and loss crises.

### Competences to be achieved: At the conclusion of this module, participants will be able to...

- Explain what are the creative arts therapies and psychodrama.
- Explain Moreno's role theory and how to implement it with grief process.
- Articulating intermodal arts therapy principles and its use with grief work.
- Describe the basics of psychodrama CBN model, the role of metaphoric and dramatic externalization process in gaining self-control.
- Implement grief spectrogram, guided imagery, and role future projection

**Teaching method:** Prerecorded presentation, online forum, online synchronic workshop, quiz.

### Key references:

1. Azoulay, B & Orkibi, H. (2015). The four-phase CBN Psychodrama model: A manualized approach for practice and research. *The Arts in psychotherapy*, 42, 10-18
2. Blatner, A. (2000). Psychodramatic methods for facilitating bereavement. In P. F. Kellerman & M. K. Hudgins (Eds.), *Psychodrama with trauma survivors: Acting out your pain* (pp. 41-50). Jessica Kingsley publishers.

3. Bouza, M. F., & Barrio, J. A. E. (2000). Brief psychodrama and bereavement. In P. F. Kellerman & M. K. Hudgins (Eds.), *Psychodrama with trauma survivors: Acting out your pain* (pp. 51-59). Jessica kingsley publishers.
4. Dayton, T. (2005). *The living stage: A step-by-step guide to psychodrama, sociometry, and experiential group therapy*. Health Communications. (pp. 147-166, & pp. 265-287).
5. Estrella, K. (2005). Expressive therapy: An integrated arts approach. In C. Malchiodi, A. (Ed), Expressive therapies (pp. 183-209). New York: Guilford Press.

#### **TOPIC 4) Psychodrama for Self-Care: Taking Care of the Carer**

This module will address the needs of caregivers working with and of life patients to empower them with self-care – meeting their own needs: physical, communication and emotional. Working with dying people may be stressful, particularly if staff/caregivers experience personal bereavement and loss. Such work can put staff in touch with personal anxiety about loss and death. Psychodrama may offer for these professional instruments and technics process and cope with their own experience. Psychodrama can be a way for handling stressful situation in their personal life and their relationship with patients, colleagues and managers at work settings.

#### **Competences to be achieved: At the conclusion of this module, participants will be able to...**

- Identify their own needs in taking care of end-of-life patients
- Explain strategies for working with stress for self-care
- Design activities using psychodrama technics for self-care, constructive communication and stress management at work
- Demonstrate/implement these activities using psychodrama technics

**Teaching method:** Prerecorded presentation, online forum, online synchronic workshop, quiz.

#### **Key references:**

1. Coulehan, J., & Clary, P. (2005). Healing the healer: Poetry in palliative care. *Journal of Palliative Medicine*, 8(2), 382-389.
2. Tjasink, M., & Soosaipillai, G. (2019). Art therapy to reduce burnout in oncology and palliative care doctors: a pilot study. *International Journal of Art Therapy*, 24(1), 12-20.
3. Quin, B. J. (1991). Healing the healers: Psychodrama with therapists. In P. S. Holmes & M. Karp (Eds.), *Psychodrama: Inspiration and Technique* (pp. 227-244). Tavistock/Routledge.
4. Watson, M. S. a., Campbell, R. a., Vallath, N. a., Ward, S. a., & Wells, J. a. (2019). Self-care for health professionals. In *Oxford handbook of palliative care* (3rd ed., pp. 835-841). Oxford University Press.